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Eolaíochtaí Sóisialta
Arts, Humanities and
Social Sciences **AHSS**

AHSS ANNUAL POSTGRADUATE RESEARCH CONFERENCE

ONLINE EXHIBITION
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POSTERS

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AHSS POSTGRADUATE ONLINE POSTER

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STUDENT: MARIE GETHINS, SCHOOL OF ENGLISH, IRISH & COMMUNICATION, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. SARAH MOORE/PROF. JOSEPH O'CONNOR

Poster 1# Title: Assembled Bodies -- L. Frank Baum's gothic portrayal of female mind/body and sense of self in Oz

ABSTRACT:

L. Frank Baum's *Ozma of Oz* (1907) and *The Patchwork Girl of Oz* (1913) explore the themes of beauty, identity, and motivation in disturbing settings using body horror. Both novels feature assembled female bodies that debate the merits of physicality with other full-body characters. In *Ozma of Oz*, Princess Langwidere uses a collection of thirty heads to alter her appearance. However, she also undergoes personality changes with each head swap. Seeking to be ever more beautiful, she frequently changes heads and employs her position of power to acquire new ones – a terrifying prospect for unsuspecting visitors. In *The Patchwork Girl of Oz* the title character – a rag doll brought to life ostensibly to be a servant, secretly is given more intelligence than intended, and rejects her designated role.

Through these characters' disturbing physicality and psychologically unsettling scenes, Baum forces both adult and child readers to ponder the existential questions: Is identity based on memory or current impulse? Does the physical dictate fundamental personality? Princess Langwidere and the Patchwork Girl's interactions with other characters reveal Baum's views on the 'value of intelligence, female beauty and what constitutes spiritual self.

STUDENT: SEAN ALDRICH O'ROURKE, SCHOOL OF ENGLISH, IRISH & COMMUNICATION, UNIVERSITY OF LIMERICK

SUPERVISOR: PROF. MICHAEL GRIFFIN

Poster 2# Title: Gothic Girls and their crumbling worlds: Adolescent girls as a site of invasion in Sheridan Le Fanu's fiction

ABSTRACT:

Adolescent girls, due in part to an expectation of purity, are often seen as a moral measure of the society they occupy. Therefore, they are frequently an ideal imaginative focal point for fiction. They function as a tool to examine a society's ability to maintain an ideological border within which its way of life can exist and be legitimized – if this young, feminine purity can be maintained, then the moral and material foundations on which their society stands is legitimized. Critics have explored this topic in Irish Gothic fiction - often in relation to Irish Gothic author J.S. Le Fanu.

However, in Le Fanu's fiction, we must consider the under-explored idea that the societies he depicts are often the victims of subtle, yet large-scale invasion and that adolescent girls have a crucial role to play in these invasions.

In his stories, adolescent girls' bodies are often the site of battles between distinct realities - which I define as communally agreed upon sets of rules on what socially and materially constitutes the real and unreal. Le Fanu depicts a recognizable, Victorian reality with conventions about, for example, the centrality of patriarchal authority, which is then invaded by otherworldly realities. To resist the border-crossing of the Gothic other, patriarchal authority figures often assert control over the symbolically significant young female body.

My poster will examine this dynamic in some of Le Fanu's short stories and sensation novels, elucidating his ambiguous commentary on these questions: to what extent is this authoritative control of female bodies beneficial or harmful to the more recognizable, Victorian reality and to what extent do invading, otherworldly realities represent attractive, viable alternatives to the female protagonists' repressive, patriarchal reality?

STUDENT: BARBARA WATTS, DEPARTMENT OF HISTORY, UNIVERSITY OF LIMERICK

SUPERVISOR: DR. CIARA BREATHNACH

Poster 3# Title: Searching for Celtic cousins: Irish, Scottish and Welsh immigrant worker experience in Alberta, Canada, 1870-1920

ABSTRACT:

The question of nineteenth- and early twentieth-century immigrant industrial workers in the province of Alberta, Canada discussed by such scholars as David J. Bercuson, Warren Caragata, Bryan D. Palmer and Howard Palmer has focussed on the rise of unions and racism. The perspectives of these authors have not adequately addressed the different experiences of Irish, Scottish and Welsh immigrants or their reception into Alberta.

My research addresses the experiences of Celtic immigrant workers in Alberta with special attention to migration, working and living conditions and revealing a more complete representation of the numbers of Celts in industrial Alberta.

Specifically, I will be looking at the working men and women who migrated to Alberta hoping to be landowners but ended up working in railway construction and the coalmines. A comparison of immigrant experience will be made between the three nations beginning with their reasons and method of migration and their expectations of life in Alberta. Concentrating on the coalmining industry, extracting records of Irish, Scottish and Welsh workers found in extant personnel files will provide numerical estimates of Celtic miners.

Applications for mine owning and promotions will reveal each nation's experience in the industry. Masking Welsh national identity by presenting them as English caused records to show a lower number of Welsh immigrants to Alberta than previously understood. Using primary sources such as census returns, ships' passenger lists and workplace ledgers a greater number of Welsh will be revealed.

By closely examining the experiences of the three Celtic nations, this project sheds new light on the little recognised issue of the Irish, Scottish and Welsh industrial workers' contribution to Alberta's history and growth.

STUDENT: KATIE FITZPATRICK, IRISH WORLD ACADEMY OF MUSIC & DANCE, UNIVERSITY OF LIMERICK

SUPERVISOR: DR. HILARY MOSS

Poster 4# Title: The effect of individual music therapy on the health and well-being of people living with chronic pain

ABSTRACT:

This research looks at a pilot project that delivered an eight week programme of music therapy for ten participants with chronic pain. It explores the potential to use music therapy as an intervention to assist people in developing resources and strategies for managing chronic pain. Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship with an accredited music therapist.

This mixed methods study looks at both quantitative and qualitative data during and following an eight week programme of music therapy for ten participants. Quantitative data was collected through entry and exit questionnaires and weekly pre and post pain ratings. The questionnaires collected general and demographical information on quality of life and health satisfaction. Measures used included the Hospital Anxiety and Depression Scale (HADS), Adult Hope Scale (AHS) and the Mindful Attention Awareness Scale (MAAS). Qualitative data is subsequently being collected through semi-structured interviews.

Of the ten participants, five completed their programme of music therapy. Five participants were unable to attend all sessions due to ill health. Initial qualitative results have shown that participants found sessions to be both challenging and supportive. Some benefits cited were a space for emotional expression, creative expression, pain relief, improved mood, enjoyment and relaxation. Some evidence of pain reduction was found post intervention. Group music therapy was suggested for further study, as peer support could further enhance positive outcomes.

Initial findings from this pilot study have shown that there is the potential for music therapy to be a supportive intervention for adults with chronic pain. Further study is required with a longer intervention time and a closer look at the potential psychological benefits that this type of intervention could have for people with chronic pain.

STUDENT: JESSICA O'DONOGHUE, IRISH WORLD ACADEMY OF MUSIC & DANCE, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. HILARY MOSS/DR. AMY CLEMENTS-CORTÉS

Poster 5# Title: Exploring the effectiveness of group music therapy for adolescents who stammer: A mixed methods study

ABSTRACT:

Background: Developmental stammering, characterised by repetitions or prolongations of sounds or syllables, is a multi-faceted communication disorder. The unpredictable disruptions in the fluency of verbal expression can have a negative impact on an individual's overall quality of life. Specifically, stammering can result in negative cognitive, emotional, and social reactions to communication. Adolescents who experience developmental stammering describe low self-esteem, anxiety and negative attitudes to communication. They may feel greater pressure to interact effectively, they may hide their stammer, or choose to avoid social interactions entirely. As recovery from stammering becomes less likely during the adolescent years, this group may benefit from therapy which focuses on psychosocial functioning. Despite extensive research on music therapy and speech, language and communication disorders, little is known or reported about the effectiveness of this creative art therapy for individuals who experience developmental stammering. This poster will reflect upon the role of music therapy for adolescents who stammer.

Methods: The study employed a mixed methods design including semi-structured interviews with individuals who stammer, music therapists, and speech and language therapists, followed by group music therapy intervention with adolescents who stammer.

Results: Analysis across data sets supports music therapy as an intervention for this group. Participants perceived music therapy to be beneficial, particularly in managing covert symptoms. Song writing, singing and improvisation emerged as key elements of the therapeutic process.

Discussion: Findings indicate there is scope for the inclusion of music therapy as part of a multimodal approach for adolescents who stammer. These results will inform the development of clinical guidelines for music therapists and speech and language therapists who work with this population.

Key words: Developmental stammering; adolescence; mixed methods

STUDENT: CILLIAN BLAKE, SCHOOL OF LAW, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. SHANE KILCOMMINS/DR. ALAN CUSACK

Poster 6# Title: Does legitimate defence recognise the statutory function of An Garda Síochána?

ABSTRACT:

An Garda Síochána has a statutory function under section 7 Garda Síochána Act 2005. This on occasion is achieved through the use of force. Notwithstanding the statutory function of An Garda Síochána the law on legitimate defence in this jurisdiction is general and applies to all in society. The law on legitimate defence is also complex as it is regulated by both statutory and common law. The availability of a defence depends on among other elements whether the force used resulted in death or not and also on occasion geographical scope. There is also the added complication in a circumstance where death occurs from force objectively perceived as excessive. A partial defence can on such occasion reduce the culpability of a homicide from murder to manslaughter. These rules apply to Gardaí as they apply to all in society, but not all have a statutory duty to perform.

In meeting the obligations of policing in society Gardaí are equipped with an array of weapons. Many of the weapons carried by members of an Garda Síochána are lawfully carried by virtue of the Firearms Act 1925. These weapons are restricted from the public and can only be carried and used by Gardaí in the performance of their duty. The restrictions on the carriage and use of these weapons recognises the duty of Gardaí, but the law on legitimate defence does not.

The extent of a justification required in legitimate defence is outcome dependent. This leaves Gardaí in a precarious position as the application of the law on legitimate defence is general, but the statutory function of An Garda Síochána requires the provision of weapons to meet these obligations. The Law Reform Commission has recognised the need for specific legislation regulating the use of force by Gardaí in the course of their duties.

STUDENT: MICHAEL CARMODY, SCHOOL OF LAW, UNIVERSITY OF LIMERICK

SUPERVISOR: PROF. SHANE KILCOMMINS

Poster 7# Title: A brief history of 20th Century Genocide: Is Secular Natural Law Integral to its Prevention and Punishment?

ABSTRACT:

Genocide has come to assume the disreputable mantle of being the crime of crimes, the most abominable act which mankind is capable of committing. The famous 20th century French philosopher Jean-Paul Sartre boldly contended that the abhorrent practice is "as old as humanity". Although impossible to fully verify the veracity of Sartre's claim, genocidal atrocities have been witnessed throughout recorded history - from ancient Greece, through to the brutalities perpetrated against the indigenous peoples of Latin America, North America and Australia. Notwithstanding this, genocide only became a linguistic and legal phenomenon in the 20th century. Coined by Raphael Lemkin in 1944, genocide is a hybrid term, with its etymology stemming from the Greek word *genos* (race) and the Latin word *caedo* (to kill). It first became a legal norm when the Convention on the Prevention and Punishment of the Crime of Genocide (Genocide Convention) came into force in 1951. Article II of the Convention stipulates that any one of five specific acts must be intentionally committed against a national, racial, ethnical or religious group, and that the act must be carried out with the special intent to destroy the group "in whole" or "in part".

As the legal norm has always lagged the factual norm, the central thesis espoused in this paper is that it is not possible to comprehensively prevent and punish genocide, without resorting to some archetype of secular natural law. In sketching this conclusion, the paper succinctly analyses five key alleged 20th century genocides - Armenia, Nazi Germany, Cambodia, Yugoslavia and Rwanda - and elucidates the central nuances of the debate between legal positivism and natural law. With regard to prevention, genocide's positon at the apex of criminality necessitates that no law should hinder direct intervention, where any such intervention is forthcoming. With regard to punishment, our inability to conceptualise many past genocides before they occurred, may well indicate that our current lexicon and paradigms are equally insufficient to enable us to conceptualise all future forms of genocide. As such, the Genocide Convention may often require creative interpretation and *ex-post facto* law can never be fully discounted.

STUDENT: ANNA FLYNN, SCHOOL OF LAW, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. SUSAN LEAHY/DR. S. ROCHE

Poster 8# Title: Managing life in prison: An exploration of the sentence management of people serving life sentences in the Irish Prison Service

ABSTRACT:

In 2017 the Irish Prison Service (IPS) Psychology Service and the Probation Service developed a new model of sentence management for people serving life sentences (hereinafter PSLS). This model provides a clear pathway for PSLS and applies to those sentenced after 01/04/2017. Critical to the model is *early* assessment, engagement, and sentence planning rather than delaying formal sentence management until the first Parole Board review at year seven.

The aim of the research is to explore the sentence management of PSLS sentenced before and after 01/04/2017. The project comprises of four inter-related phases and adopts a cross-sectional mixed methods design, facilitating in-depth exploration of the experiences of PSLS at different sentence stages (early=0-7 years; middle=7-14 years; late=14+ years).

Phase-1 is a literature review of life and long-term sentences. Phase-2 is an analysis of data collected from the files of PSLS on the Prisoner Information Management System. Phase-3 and Phase-4 are qualitative studies of the sentence management of PSLS sentenced before and after 01/04/2017 respectively. Phase-3 participants will be divided into three groups based on sentence stage (early/middle/late). All Phase-4 participants will be in the early sentence stage. Quantitative/qualitative data will be categorised according to the sentence stage to which they refer, and will be statistically/thematically analysed. This will enable comparisons between the experiences of PSLS in the early/middle/late sentence stages, and between the experiences of PSLS sentenced before and after 01/04/2017.

This research was identified as a priority area by the IPS. It will develop an evidence base to inform best practice and policy in relation to the sentence management of PSLS, facilitating ongoing development of the model. The ultimate aims of the research are to achieve the best possible outcomes for the sentence management of PSLS; to promote safer custody and subsequently safer communities; and to safeguard victims/victims' families.

STUDENT: PAMELA GUBBINS, SCHOOL OF LAW, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. GERARD COFFEY/PROF. SHANE KILCOMMINS

Poster 9# Title: Trial by Media? The effects of pre-trial and prejudicial publicity on defendants in the Irish Criminal Justice System

ABSTRACT:

'Within academic circles, the criminal trial had become the subject of a significant amount of scrutiny by legal theorists, criminologists, historians and philosophers. This has produced a rich vein of analysis, enlivening debates about the role of the criminal trial in the broader context of the criminal justice system.'[1]

In this present moment, the Irish criminal trial process appears to be the victim of much unrelenting criticisms. It is an easy option for members of the public to become frustrated with the criminal justice trail process and join the masses - particularly influenced by the media - to condemn rather than compliment a system that has evolved over time, albeit sometimes slower to develop when compared to advancements in other aspects of civilisation.[2] The trial process and 'the object of these rules is to secure the just, speedy, and inexpensive determination of every proceeding on its merits.' It is not the intention of this poster to attempt to analyse the underlying causes of today's phenomena, but it can be noted that in an increasingly complex society, there are many apparent consequences to the trial process.[3] For the purpose of this analysis, this poster will focus on pre-trial and prejudicial publicity. It is common for legal disputes to arise regarding pre-trial publicity, this poster will evaluate the role of the public and the jury in the administration of justice. As well as the conflicts that arise as an inevitable component of constitutional democracies and how the courts endeavour to resolve such conflicts by means of an acceptable compromise.[4]

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[1] Arlie Loughnan, 'Understanding the Criminal Trial: A Response to HL Ho' (2010) 32(3) Sydney Law Review 533.
[2] Honourable Deborah A. Satanove, 'Knights at Dawn: A History of the Trial Process' (2000) 58(1) Vancouver Bar Association 63. Although this reference examines a different jurisdiction, some of its analysis are relevant in evaluating the Irish Jurisdiction.
[3] Honourable Mr Justice A.E. McEachern, 'The Trial Process' (1982) 40(3) Vancouver Bar Association 217.
[4] *Roe v Blood Transfusion Service Board* [1996] 3 I.R. 67, [1996] 1 I.LR.M. 555. See also *D v DPP* [1994] 2 I.R. 465, [1994] 1 I.L.R.M. 435.

STUDENT: LOUISE MCNEIL, SCHOOL OF LAW, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. SHANE KILCOMMINS/DR. ALAN CUSACK

Poster 10# Title: Pervasive surveillance and the changing tide of discourse

ABSTRACT:

Our understanding of surveillance and the way we socially interact, has been radically altered in the twenty-first century. Individuals can now connect instantly around the globe, comment on trending political or social matters and embroil themselves in the lives of the rich and famous. The rapid growth of social networking has also ushered in an era of self-surveillance with regular reports on every aspect of life, creating a linguistic rich volume of valuable data. While, data has the powerful ability to improve aspects of social life and harness information in a positive manner, it can also result in an oppressive surveillance mechanism that unashamedly invades privacy.

The origins of surveillance date back thousands of years forming an intricate part of the fabric of society, which has allowed us to sleep-walk unwittingly and unquestioningly into a digital world of pervasive surveillance. Social media platforms have been accused of influencing political decisions and manipulating the discourse within society, as technological advances have resulted in the production of unlimited data, easily accessed and misused by the powerful. The changing discourses of surveillance are evident in the lexicons surrounding the use of the word, which have altered throughout history. Demonstrating the historically situated and changing nature of societal understanding and acceptance of surveillance techniques.

This research has explored the use of the word surveillance dating from 1800 through to 2019, reflecting on the changing dynamics of discourse, to understand how we have entered a realm of pervasive surveillance. The poster will explore the use of surveillance techniques and how it evolved to become embedded into everyday life as a pervasive silent algorithmic machine, with the ability to undermine societal structures and long standing democratic processes.

STUDENT: REBECCA WADE, SCHOOL OF LAW, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. SEAN REDMOND/DR. LYDIA BRACKEN/DR. CATHERINE NAUGHTON

Poster 11# Title: Young offenders on remand in Ireland

ABSTRACT:

Although the concept of bail is well known to the vast majority of individuals it is most often associated with adult criminals and perhaps prison. It is less often that one considers the concept of children who are granted bail on remand, or on the more serious side of things detention on remand for the committing of crimes.

This research poster will attempt to explore and give an insight into the many challenges and difficulties faced by young offenders as they journey through the criminal justice system. My research will consider the history and statistics of youth crime in Ireland and will attempt to unveil the often hidden, social and environmental issues faced by many of the young individuals who find themselves entangled in the youth justice system. I will also consider the problems that a number of young offenders can face in the court system and the remand system as a whole. Finally, I will analyse the benefits of Bail Supervision Schemes, although a relatively new phenomenon to the Irish youth justice system the recently published report[1] from the pilot scheme speaks for itself in respect to offering 'courts an alternative option'[2] and the benefits this can offer young offenders and their families.

Unfortunately, the phenomenon of youth crime is as prevalent in Irish society as ever. Although it may never be possible to eradicate this issue, I argue that our methods and practices of dealing with the problem at hand can indeed be improved in order to help these young individuals from spiralling into a life of crime or finding themselves behind bars. By addressing and recognising the complex needs and difficulties of these individuals as set out in my research, we can continue to break down the barriers and move in the right direction.

References:

[1]Catherine Naughton, Sean Redmond and Barry Coonan, '*Evaluation of Bail Supervision Scheme for Children (Pilot Scheme)*' Department of Children and Youth Affairs (2019).
[2]Fiona Murphy, 'Bail Supervision Scheme' <https://www.extern.org/bail-supervision-scheme> Accessed 28 March 2020.

STUDENT: MICHELLE DALY, SCHOOL OF MODERN LANGUAGES & APPLIED LINGUISTICS, UNIVERSITY OF LIMERICK

SUPERVISORS: DR.MAIREAD MORIARTY/DR. ANGELA FARRELL

Poster 12# Title: Investigating Inter-cultural awareness of Irish EFL teachers

ABSTRACT:

This poster explores the awareness and attitudes of Irish novice teachers of English as a foreign language (EFL) in relation to cultural and educational issues arising for EFL professionals working in schools in the United Arab Emirates (UAE). The study is undertaken against the backdrop of the recent rapid expansion of English language education in the UAE (Department of Education and Skills 2019; Kelly 2019) and the growing number of Irish graduates seeking to avail of these new career opportunities. The broad aim of the research is to determine the nature of the inter-cultural awareness (ICA) of the target group with a view to informing future directions in teacher education and TESOL more broadly. It draws on approaches and theories from the field of ICA (Baker 2015; Byram 1997; Deardorff 2011; Kramsch 1998; Porto et al 2018) to interpret quantitative and qualitative data sourced from on-line surveys and focus group interviews involving one hundred undergraduates at an Irish Higher Education institute. Results show that the participants display only a superficial understanding of the target culture and related intercultural challenges in areas such as gender roles, teaching and educational traditions, and religious and societal norms. These findings confirm the conclusions reached by Daly (2016) in an earlier related study highlighting the need for targeted ICA training for teachers of EFL seeking to work in the UAE. The research reveals a further wealth of insights that can inform the development of an ICA framework for TESOL teacher education to address teacher's needs.

STUDENT: REGINA RUANE, SCHOOL OF MODERN LANGUAGES & APPLIED LINGUISTICS, UNIVERSITY OF LIMERICK

SUPERVISOR: DR. MAIREAD MORIARTY

Poster 13# Title: Exploring artists' language use in artists' statements: A corpus based approach

ABSTRACT:

Many scholars in the field of fine art and culture have noted that, in this current information age, there is an increasing demand for artists to linguistically scaffold their visual artwork. One way that this has manifested is through the proliferation of a document called *the artist's statement*- a short exegetical text written by artists and usually accompanying their exhibitions. An artist's statement is a unique document, and of linguistic interest, since it positions the artist as the negotiator between two separate semiotic and meaning making resources, the visual and the verbal. The aim of this study was to conduct a tentative investigation of these statements by examining the artists' language in order to (a) identify any salient linguistic features and patterns, and (b) posit reasons for their existence. The data was sourced from Visual Artists Ireland's (VAI) public website. The study was conducted using a corpus based approach and applying a three tiered philosophical taxonomy, for describing any object, from which the artists' language could be categorised and analysed. The results pointed to some idiosyncratic linguistic features of artists' statements: primarily that the biggest percentage of language used in these statements was situated at the *mezzanine* tier of the taxonomy. At this tier, metaphorical and figurative language are used to describe an object as the two alternative tiers: the *undermining* tier (which describes an object by saying what it is made of) and the *overmining* tier (which describes an object by saying what it does) may not be sufficient enough to access the entire meaning of the artwork. These findings may add some useful insights towards current debates surrounding the accessibility of the language used by the broader arts community, when discussing art objects, which is currently described as Artspeak and a necessity by some scholars, or International Art English (IAE) and elitist by others.

STUDENT: MARK RYAN, SCHOOL OF MODERN LANGUAGES & APPLIED LINGUISTICS, UNIVERSITY OF LIMERICK

SUPERVISOR: DR. MAIREAD MORIARTY

Poster 14# Title: Representation of the Queer: A corpus-based critical discourse analysis of Irish newspaper articles covering the Marriage Equality Referendum in Ireland in May 2015

ABSTRACT:

Grounded in a multidisciplinary theoretical foundation of Queer Theory, Queer Linguistics and Critical Discourse Analysis, this paper critically examines the language used in newspaper articles relating to the Marriage Equality Referendum in Ireland during the month of May 2015. The vigour of the debate, which characterised this referendum, is reflected in the unsettling language used by certain powerful people, political institutions, and the Irish media. This paper aims to expose the ideological extremism drawn upon in the debate and critically consider the discourses used to frame arguments both for and against same-sex marriage.

Following related work by Bachmann (2011), Baker (2004), and Love and Baker (2015) keyword searches, concordancing, collocations, N-grams and close readings of the articles are used to combat some of the challenges currently faced in corpus-based queer linguistic studies as identified by Motschenbacher (2018). In so doing, the paper points to a primary discourse of "difference", which constructs queer people as "detrimental to society". Surprisingly, this is drawn upon by both the VoteYes and VoteNo campaigns and manifests in three primary ways; (i) by constructing queer people as the effectors of change on the institution of marriage with which they are perceived to be incompatible, (ii) as a threat to the welfare of children, and (iii) as inappropriate parents of an adult-oriented nature compared to the traditional mother-father duo.

Keywords: corpus linguistics, critical discourse analysis, queer linguistics, marriage referendum

STUDENT: KEVIN SAUDE, DEPARTMENT OF POLITICS & PUBLIC ADMINISTRATION, UNIVERSITY OF LIMERICK

SUPERVISOR: DR. RORY COSTELLO

Poster 15# Title: A double-edged sword? The causal effect of party system polarisation on positive and negative partisanship in Western Europe from 1990 to 2020

ABSTRACT:

Is the polarisation of the European political landscape signalling a new era of partisan politics? Against the backdrop of a volatile European electorate freed from the shackles of old cleavage politics, the emergence of new parties such as the greens in the 1970s and populists more recently, challenged the economic consensus and heightened societal divisions on cultural values. New Politics compelled traditional parties to respond by offering more distinct policy platforms – In other words, party systems are polarising. Hinging on the clarity of choice that polarisation fosters, recent work have uncovered a *top-down* causal link between party system polarisation and levels of partisanship. This is most visible in the United States where internally cohesive and polarised parties fiercely compete for power by mobilising an increasingly partisan electorate. The normative implications should not be discounted: partisanship stabilises party systems and stimulates electoral participation. However, polarisation may equally lead to mutual distrust, a negative partisanship which may be defined as not an attachment but as an aversion to a party. This raises a set of grim normative implications for European multi-party systems with a tradition of coalition-governments. No study has yet investigated the link between polarisation and negative partisanship. Invoking the leading paradigms in partisanship research, two mechanisms will be outlined in this poster. From a Social Identity perspective, polarisation accentuates perceived differences between in- and out-groups of partisans, whereas a Rational Choice perspective implies that polarisation clarifies ideological orientations and reduces information costs. Accordingly, I expect aggregate positive and negative partisanship to increase as a result of polarisation. A further contribution of this doctoral research will be methodological. Polarisation will be measured multi-dimensionally and its effects observed in six case studies in Western Europe between 1990 and 2020 to interrogate the potential double-edged impact of polarisation on political identities.

STUDENT: MARINA SELNITSYNA, DEPARTMENT OF POLITICS & PUBLIC ADMINISTRATION, UNIVERSITY OF LIMERICK

SUPERVISOR: PROF. NEIL ROBINSON

Poster 16# Title: The problem of fragmentation within the Russian opposition movement

ABSTRACT:

The proposed poster is going to summarize some of the findings of my PhD research, which aims to analyse fragmentation of the Russian opposition movement during the period between 2011 and 2018 and discover the major causes of this phenomenon. My research is focused on the so-called 'non-systemic' part of the Russian opposition, which consists of parties, organizations, movements and activist groups that campaign for democratization of the country and are fully independent from the Kremlin.

Divisions within the independent opposition pose a significant problem as they reduce what are already slim chances to challenge 'the party of power' United Russia and achieve democratic transition. None of the groups that form the extra-parliamentary opposition present a force significant enough to pose a threat to the regime on their own. Nevertheless, attempts to merge small opposition parties or to create an electoral coalition have been largely unsuccessful. The goal of my study is to understand why, despite obvious benefits of consolidation, opposition groups in Russia failed to unite their forces, and propose possible solutions to the problem.

The main research findings are based on the case study and interview analysis. I analysed cases of party splits, failed party mergers and unsuccessful attempts to create an anti-government electoral coalition. In order to gain a deeper understanding of reasons for these divisions I conducted 19 interviews with Moscow opposition activists from different opposition parties – they were asked about their attitudes towards cooperation with other opposition forces and their opinions regarding the differences between opposition parties.

The poster will provide a brief overview of my research topic and methodology and demonstrate some of the research findings. It will also cover potential solutions to the problem of fragmentation and open a discussion about the future of democratic movement in Russia.

STUDENT: LILIT AVETISYAN, DEPARTMENT OF APPLIED LINGUISTICS, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. ANNE O'KEEFFE/DR. JOAN O'SULLIVAN

Poster 17# Title: Investigating language corpora as a writing resource

ABSTRACT:

Within the field of applied linguistics and second language pedagogies, the emphasis has shifted from deductive to inductive learning, where the concept of 'noticing' (Schmidt, 1990) language patterns (or forms) is promoted. This type of student-centered self-discovery of lexico-grammatical patterns can be greatly aided by corpus linguistics methods, specifically 'Data-Driven Learning (DDL)' (Johns 1986; O'Keeffe et al, 2007). This involves learners investigating real language use through computers.

Many corpus-based studies have been carried out in relation to language learning (Boulton & Cobb, 2017), but language corpora have not been integrated into mainstream teaching practices. One reason is that many teachers lack the training to accomplish this task. Teachers who would like to incorporate language corpora into their instruction are often overwhelmed by the task of locating appropriate corpora or designing activities for their students (Reppen, 2010; Zareva 2017).

This paper will report on an experimental study whose aim was to provide useful skills and processes in the use of language corpora as a writing resource in the EFL classroom. More specifically, the program sought to enhance insights into the language learning process, foster learner autonomy, increase motivation and cultural awareness. The evaluation data of the study included pre-, post-, delayed post-test data, and Learner Autonomy Profile (LAP) form, whose descriptive statistical analysis revealed the impact of DDL on the learners' grammar competency and writing skills, independent learning skills, as well as the contribution of cognitive strategies to long-term implicit knowledge. It also included semi-structured interview data, which explored the learners' engagement in the learning process, the change in their attitudes towards their own learning, the development of their language learning skills, and the ways of demonstrating autonomous abilities in working with concordances. These data also brought to light some of the fears and challenges of using DDL.

STUDENT: CILLIAN BRENNAN, DEPARTMENT OF ARTS EDUCATION & PHYSICAL EDUCATION, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. RICHARD BOWLES/DR. ELAINE MURTAGH

Poster 18# Title: Socialisation and practice variables among B.Ed graduates who have undertaken a Physical Education specialism

ABSTRACT:

Recent findings have revealed almost one in five Irish primary school children fail to receive the recommended 60 minutes of weekly Physical Education (PE)(Woods *et al.* 2018). In response to growing appeals for some form of specialist training in primary PE, Irish Institutes of Education (IoE) have been offering a PE specialisation during the Bachelor of Education degree since 2012 (Ní Chróinín and Murtagh 2009; Fletcher and Mandigo 2012). It was hoped that this cohort of approximately sixty teachers per year would lead the teaching of high quality PE in their schools (Ni Chroinin and Murtagh 2009; Ní Chróinín 2018).

In supporting teachers, it is important to explore their "network of social relationships", which influence their values and teaching (Green 2002, p.68). When entering the workplace, occupational socialisation can shape the views, ideologies and practices of teachers (Richards *et al.* 2018). For many years, this network has resulted in a PE which was reactive in nature, laden with sports and games (Houses of the Oireachtas Joint Committee on Education and Science 2005; Woods *et al.* 2018).

Given the limited research in this field to date, it is necessary to investigate if the Newly Qualified Teachers (NQTs) from the PE specialism can create the desired impact on PE in primary schools, or if they are forced to 'strategically adjust to their new environment', resulting in their knowledge and expertise becoming suppressed (Park and Curtner-Smith 2018, p.109).

I am using a mixed methods approach, collecting qualitative and quantitative data to gain an insight into the attitudes, behaviours and experiences of teachers who have undertaken a PE specialism. While I am in the early stages of my research, I have completed the basis of my literature review and I am also currently collecting data through a survey. I hope to be able to present the findings from my literature review on this poster, and possibly some early discoveries from the survey data, including teacher values, self-efficacy, and the impact of the school and national context on their practice.

STUDENT: FIONA BRENNAN, MUSIC EDUCATION, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, INCLUSIVE & SPECIAL EDUCATION, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. SUZANNE PARKINSON

Poster 19# Title: Listening to the Learner: an exploration of Primary School Children's Learner Identity

ABSTRACT:

Teachers are often unaware of the profound effect that aspects of everyday school life may have on pupils. To ensure meaningful learning, students need not only to construct meaning about subject matter, but also about themselves in the learning environment. Experiences encountered by pupils in education enable them to formulate self-understandings as learners, namely, a learner identity. This evolving and dynamic construct promotes the construction of meanings about oneself as a learner and supports individuals' engagement with the process of becoming a learner.

The purpose of this study is to illuminate the concept of learner identity by exploring the intricacies of children's self-identities as learners; the factors that inform their self-understandings; and how practices in everyday school life can promote or demote the development of their identities. This study which recruited six eleven-year-old children as participants examined how practices in school influenced the development of pupils' identities. Children were the primary source of data. Underpinned by a sociocultural perspective on identity, this study employed semi-structured interviews for data collection purposes.

The qualitative data were thematically analysed to discern pupils' perceptions of the composition and formulation of their learner identities. Most pupils associated their learner identities with classroom behaviour, perceived level of intelligence and strengths in core subject areas. Pupils utilised social interaction with peers, parents and teachers to construct their learner identities. Students valued the messages explicitly communicated to them by their teacher. Mindset and peer comparison were among other factors which informed students' identities. This piece of qualitative research sought to focus on the distinctiveness and exclusivity of the specific group under study. However, it is anticipated that the findings may advance teachers' knowledge about the role of learner identity in equipping today's students with the confidence and capacity to navigate the challenges and experiences of tomorrow's world.

STUDENT: KATIE CHAPPLE, DEPARTMENT OF EDUCATION, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. JOHANNA FITZGERALD/DR. FINN O MHURCHÚ

Poster 20# Title: Hear Me Roar! Pumping up the volume of the student voice in the Irish Post Primary School

ABSTRACT:

This was an action research project which aimed to establish the extent to which student voice in a second level school. Through, questionnaires, focus groups, interviews and an outside auditor, the differences between the students' and teachers' perceptions of whether and how the student voice is being heard were documented. A professional external training programme was carried out to equip the students from a representative group with the necessary language and skills to optimise their vocal contribution in the classroom and throughout the school.

The power-point presentation we have devised will track our journey from initial idea to implementation of action research methods to enhance the student voice within the school. We operated under the theoretical framework of Dr. Laura Lundy and were influenced by the works of Dr. Domhnall Fleming and Dr. Paula Flynn. In our research we devised ways to capture the student voice in our classrooms and in the wider school community.

In the course of our research, we aimed to empower the students to have their say in an environment which was equal and fair and ensured that their voices were listened to, respected and that their views were acted upon. In addition to this, we established a Student Voice Community of Practice in the Limerick and Clare area, where we can share our knowledge with others who wish to embark on a Student Voice journey, and where we can learn from others who are implementing ways of incorporating Student Voice into their practices.

STUDENT: AOIFE CHAWKE, MUSIC EDUCATION, DEPARTMENT OF ARTS EDUCATION & PHYSICAL EDUCATION, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. GWEN MOORE

Poster 21# Title: Pedagogical approaches in the one-to-one piano lesson: An investigation into students' learning experiences of alternative formal and non-formal approaches

ABSTRACT:

International research on the inclusion of non-formal teaching practices in music education has highlighted the many benefits for pedagogical practice and for learners, yet pedagogical piano practices in Ireland have remained largely unchanged and continue to be influenced by Western classical music ideologies; with an emphasis on recreation and reproduction of composed works, written music notation and a preponderance of formal graded examinations. Research shows that, where piano education is primarily exam focused, examination syllabi can sometimes become the sole curriculum and pedagogical focus for the teacher and student, and can often lead to a lack of creativity in the music lesson. The aim of this study is to investigate alternative pedagogical approaches in the one-to-one piano lesson vis-à-vis the inclusion of formal and non-formal teaching and learning practices in the preparation of graded examinations, and their effect on students' perceived learning experience and skill attainment, and reflective teaching practice.

A qualitative approach underpins this study employing action research and semi-structured interviews with piano students and their parents. Six of the researcher's piano students aged 8-18 were selected using purposive sampling and invited to partake in this study. Two pedagogical approaches; Green's Hear, Listen, Play! Strategy and Harris's Simultaneous Learning approach were adapted and analysed individually and comparatively with each other, and with traditional, formal approaches predominantly used to teach piano. These approaches, and any changes in students' musical development and learning experience, were analysed using audio and video examples of students' lessons and a reflective teaching journal. This poster outlines my research design and discusses preliminary findings from the first cycle of action research. The findings suggest ways in which current pedagogical practices may be enhanced; giving students a more well-rounded musical learning experience, and the musical knowledge and skills necessary to partake in independent, self-directed learning.

STUDENT: LOUISE CURTIN, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, INCLUSIVE & SPECIAL EDUCATION, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. MARGARET EGAN

Poster 22# Title: Inclusive Education Policy in Ireland: The Dilemma of Agency vs. Responsibility

ABSTRACT:

This poster presents my current PhD research which examines the perspectives of teachers in Irish Primary Schools, regarding the New Allocation Model (NAM) (Department of Education and Skills (DES) 2017). The objective of this study is to give a voice to teachers, the key stakeholders in the implementation of government policy in schools, to understand how they perceive and apply this revised, needs-based model in the Context of Practice (Bowe *et al.* 1992).

As this study is concerned with policy analysis, Policy as Cycle (Bowe *et al.* 1992; Ball 1994; Lall 2012; Egan 2013) was chosen as the theoretical framework for this study, with a primary focus on the Context of Practice; which recognises that policies are interpreted and can be remade by those in charge of implementation on the ground (Aubrey and Durmaz 2012).

Guided by a constructivist paradigm, a mixed-methods approach was adopted to gain an insight into the workings of the model, in the Context of Practice, according to teachers (Given 2008; Mertens 2015). The first phase of data collection involved an online, national survey. Subsequently, qualitative, semi-structured interviews were conducted with principals, special educational needs coordinators, mainstream class teachers and special education teachers (n=17) in four types of schools (boys', girls', mixed and DEIS mixed).

Emerging findings include a variety of benefits for students under this revised model, such as greater autonomy within schools to allocate support to students on a needs-basis. Challenges have also been reported by the participants regarding increased administrative obligations and limited continuous professional development. Such findings may break down the barriers between the macro and micro levels of policy development and implementation in primary schools by informing key educational organisations of areas of success and potential areas for improvement within this model, as recognised by Irish teachers in the field.

STUDENT: EDEL FAHY, DEPARTMENT OF ARTS EDUCATION & PHYSICAL EDUCATION, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. AILBHE KENNY

Poster #23 Title: An investigation into how the Creative Schools Initiative can potentially enable and support teachers to enhance Arts Education in Irish primary schools

ABSTRACT:

It has been suggested that the implementation of Arts Education has neither been entirely consistent nor satisfactory and although Irish primary teachers have an interest and willingness to promote Arts Education (Music, Drama and Visual Arts), challenges such as teacher confidence, classroom management, lack of classroom space and resources and a perceived lack of expertise often impedes their facilitation in classrooms. Established in 2018, the *Creative Schools* is a flagship initiative of the Creative Ireland Programme and will develop the arts and creativity in initially, 150 pilot schools. Using theoretical perspectives and evidence from selected literature, this study will examine whether the introduction of the *Creative Schools Initiative* can overcome challenges and tensions while enabling and supporting teachers in successfully enhancing Arts Education in their respective schools. A triangulated approach, using both qualitative and quantitative methods will be used. Using a multi-case study design, research will be carried out using semi-structured interviews, focus groups and surveys. Collaborating with two Creative Associates (a mix of artists with a background in education or teachers with a background in the arts, whose role is to implement the Creative Schools framework across the school), this researcher will spend time visiting four pilot primary schools participating in the Creative Schools pilot programme, interviewing and surveying teachers, principals and Creative Associates. Findings from this research will enable the *Creative Schools Initiative* to further develop the support it offers teachers and feed into the consultation review process of *The Arts-in-Education Charter.* This study will also recognise and address possible gaps in Arts Education teacher programmes, enriching and enhancing the content and delivery of these programmes, in both national and international teacher training colleges.

STUDENT: CARLY GARCIA, DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. EOIN FLANNERY

Poster 24# Title: The Country Girls' Shame: Affect theory, shame and the Catholic Church in Edna O'Brien's *The Country Girls*

ABSTRACT:

This project will examine seven Edna O'Brien's *The Country Girls* through the lens of affect theory in order to better understand the Catholic Church's influence on shame by way of Irish literature.

The Church exercised a monopoly over spirituality and morality in twentieth-century Ireland. The Church's authority was visible in education, social welfare, family values, health care, and Irish day-to-day life. They chose which books were read, who was good, what was obscene, and where funding went. Their influence was extensive.

Silvan Tomkins's affect theory is a bio-psychological theory identifying shame as one of nine affects, experienced as non-conscious neural firings in the brain. Shame is a negative affect; it cannot occur without first experiencing the affects joy or interest. Yet, joy or interest must be partially depleted for shame to be felt. Consider enjoying chocolate before someone states it is making you fat. If you still felt some joy from eating it, although now negatively tinged by the peer's remarks, you would feel shame. Not everyone would feel shame from this, the more interest and enjoyment you gain from something, for example love or the self, the more likely you will encounter shame because you invested in those areas; you care. One person's source or shame may be others' source of joy or indifference.

For most, nothing is more personal than religion; religion is a great source of joy or interest, yet consequently, a source of shame. The paramount force and influence was the Church in twentieth-century Ireland, making it a possible source of shame for many. I wish to identify how this is being expressed in Irish literature through affect theory.

STUDENT: EDMOND GUBBINS, DEPARTMENT OF MUSIC EDUCATION, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. GWEN MOORE

Poster 25# Title: Investigating generalist Primary Teachers' musical backgrounds and experiences and the potential impact of non-formal pedagogies on teaching and learning

ABSTRACT:

The education system is an apparatus in which the reproduction of ideologies and values is manifested and institutionalised (Althusser 1970; Bourdieu and Passeron 1977). With regard to music and music education, the genres of music that are valued are informed by the dominant culture and societal class systems. Often, such hegemonic ideologies of musical value and musicality do not resonate with the student and teaching population, creating a dichotomous relationship between music, as learned in school, and music, as experienced at home and everyday life (Green 2003 Ruth & Davies 2010).

Informal learning pedagogies, distinct from formal and non-formal approaches are becoming increasingly common in education. From a music education perspective, informal learning places the students' abilities, needs and interests at the heart of the learning experience. Musical Futures – an international and pioneering approach to music education rooted in informal learning pedagogies enables students to select their own pieces of music to study and emulate by ear, while the teacher acts as facilitator of the process of students' musical discovery.

The potential for the adaption of Musical Futures for the primary context in Ireland is significant, allowing classrooms to become sites of "potential resistance to the imposition of institutionalised class-ridden music and music learning" (Powell, Smith & D'Amore 2017, p.737), and that can empower teachers to reappraise their own musical experiences and music education practice.

STUDENT: SIOBHÁN MARREN, DEPARTMENT OF ARTS EDUCATION & PHYSICAL EDUCATION, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. DÉIRDRE NI CHRÓININ/DR. MARY MOLONEY/DR. EIMEAR ENRIGHT

Poster 26# Title: The successes and challenges of Youth Participatory Action Research (YPAR) in an Irish primary school

ABSTRACT:

This Youth Participatory Action Research (YPAR) was undertaken in an Irish urban primary school. The aim of this research was to explore the extent to which YPAR processes and outcomes can be achieved within the constraints of an Irish primary school setting. Six 10-11 year old students (three boys and three girls) volunteered to work as co-researchers with an adult researcher/teacher to explore ways of improving play opportunities on their school playground. Over two academic years the young researchers acquired research skills through recruiting child participants, conducting surveys, paired interviews, child-led tours and mapping exercises with their peers. Through adult-facilitated thematic data analysis they collectively developed awareness of problems on the school playground and constructed suggestions for change which were presented to school leaders. YPAR gave the young researchers an identity and political position to act as agents of change which led to a temporary disruption of power dynamics. The second area of research was to clarify the challenges of conducting YPAR in an Irish primary school. Data was constructed from thematic analysis of student artefacts, transcripts of research meetings, interviews with the young researchers and the school principal and analysis of adult researcher's journal entries. The greatest challenge identified was lack of time. Curricular demands, competing extra-curricular activities, preparation for an official school opening and a whole school evaluation pushed back the implementation of YPAR, often into the final weeks of term. This meant that sustained work on the YPAR project was restricted. Furthermore, while this YPAR was supported by the school principal there were some instances of lack of staff 'buy in' which interrupted data generation on a number of occasions. Despite substantial challenges the young researchers participated in every aspect of the YPAR process and achieved action-oriented changes.

STUDENT: MATEUS MIRANDA, DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. ANNE O'KEEFFE/PROF. MICHAEL MCCARTHY

Poster 27# Title: The Brazilian Spoken English Learner Corpus (BraSEL Corpus): Planning phase and data compilation challenges

ABSTRACT:

Through learner corpora analyses, studies have been done on real language in use that contribute to the understanding of learners' difficulties in second language acquisition. Despite the many benefits to studying learners' interlanguage, many available corpora are not calibrated to the Common European Framework (CEFR; Council of Europe, 2001; Companion Volume, 2018) levels that identify the specific forms of any given language (words, grammar, etc.) at each of the six reference levels, which makes it difficult to establish learners' competence that has to be analysed as a whole. Furthermore, learners would classify their English knowledge based on their years of experience, and many times a student would specify an unattained level of proficiency. Although much has been done on written corpora calibrated to CEFR (Capel, 2010; Buttery & Caines, 2012; Harrison & Barker, 2015; O'Keeffe & Mark, 2017; Díez-Bedmar, 2018), research on calibrated spoken corpora is in its nascence (Trinity Lancaster Corpus, 2010; Jones et al., 2017). This poster will detail the planning phase of designing the Brazilian Spoken English Learner Corpus (BraSEL Corpus) matrix calibrated to the CEFR. The design of the BraSEL Corpus included ethics requirements, metadata information, hours of recorded speech and size, the recruitment of learners sorted according to the CEFR levels, and the task variables for the recording sessions. A pilot sub-corpus compilation was conducted in order to identify issues related to the transposition of speech to written form and to establish the conventions to represent speaker turns, pauses, hesitations, and overlapping occurrence, among other spoken features. Moreover, this initial material was also used at training sessions for transcribers in order to validate transcription.

STUDENT: AOIFE MUNROE, FACULTY OF EDUCATION, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DES CARSWELL

Poster 28# Title: Examining the emotional impact of Autism Assistance Dogs on children with Autism Spectrum Disorder

ABSTRACT:

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder, presenting differences in social communication and interaction, flexibility in thought and behaviour and hyper-/hypo-reactivity to sensory inputs (APA, 2013). Additionally, children with ASD are more likely to experience increased levels of anxiety compared to their typically developing peers. These core differences of ASD impact the development and functioning of children while also presenting many challenges in family life.

Animals have offered unique positive physiological and psychological benefits across various populations in the past. Guide dogs, hearing dogs and medical support dogs are supportive interventions that have been used for many years with Autism Assistance Dogs (AADs) becoming more common in recent times. The primary function of an AAD is to provide safety, however, research has indicated that they can support children with ASD in other areas where they express differences. The bond that forms between children with ASD and their AADs often transcends a surface level relationship, with many social and emotional benefits cited. Unconditional love and emotional support are strongly connected to the non-judgemental nature of an AAD.

The findings presented are based on the experiences of five parents whose children have an AAD. These findings form part of a larger study which examined the impact of assistance and therapy dogs on child development and functioning for children with ASD, encompassing the views of parents, teachers, providers and insights from one child.

Results indicated positive improvements in emotional development and wellbeing. Dogs were reported to emit a calming effect, offer comfort, provide friendship and boost positive emotions. Furthermore, these benefits supported emotional self-regulation and development of self-awareness. Parents also reported knock-on effects in terms of family life whereby the having the AADs presented them with opportunities to do things and go places that otherwise would be too stressful.

STUDENT: MARIE CLAIRE MURPHY, DEPARTMENT REFLECTIVE PEDAGOGY & EARLY CHILDHOOD STUDIES, MARY IMMACULATE COLLEGE

SUPERVISORS: PROF. EMER RIN/ DR. LISHA O'SULLIVAN/DR. KATHLEEN HORGAN

Poster 29# Title: "Sowing the Seed" Is there a place for the Forest School approach in the Irish School Curriculum? A case study

ABSTRACT:

Perspectives of the children and class teachers regarding the introduction of the forest school approach in an Irish primary school setting were measured through the qualitative research methodology. The study was situated in an inner-city school with DEIS status over the course of an academic year. Semi-structured observations of sixty-eight children across four primary school classes and semi-structured interviews with fifty-five children and 5 class teachers were conducted.

Forest school is a concept, or intervention to traditional educational settings, backed up by research and built upon long-standing theories that children engage with nature naturally and that learning becomes more relevant to the student when they can relate it to real life scenarios.

This single, exploratory case study was conducted through the lens of Bronfenbrenner's bio-ecological model, complemented with theories by Dewey, Freire, Foucault, Froebel, Rousseau and Montessori. In addition to this, research models regarding experiential learning, flow and space-based learning were strategically placed within Bronfenbrenner's model to provide a rigours structure to the study and ensure criticality and positionality were transparent.

A thematic analysis of the data uncovered the joy children attained from this approach. However, the class teachers lacked experience and confidence in outdoor pedagogical practices. There is a clear need for forest school leaders who deliver these sessions in schools to have the opportunity to collaborate with the class teacher to ensure rigorous academic learning can occur in all curricular subjects through this experiential play-based approach. Moreover, challenges such as large class sizes, insurance policies and funding act as a barrier to learning outdoors. Cultural traditions such as attitudes towards clothing and weather must be considered and addressed also.

STUDENT: BENJAMIN RAGAN, DEPARTMENT OF HISTORY, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. CLODAGH TAIT/DR. BRIAN HUGHES

Poster 30# Title: Communal apparitions in the Irish Revolution

ABSTRACT:

My poster will be a comparative study of supernatural experiences during the Irish revolution. More precisely, it will examine how a deep well of supernatural folklore and a devoutly practiced sacramental system coexisted in a time of traumatic crisis. Toward this end, two cases of apparitions will be presented and compared: the black pig of Kiltrustan, and the bleeding statues of Templemore. Through analysing their similarities and differences in context, manifestation, and remembrance, light will be shed upon the supernatural terrain of the Irish revolution, particularly the liminal region between the paranormal and the religious.

Both the black pig and the bleeding statues concern young people seeing visions of supernatural beings followed by a substantial community response. Both cases took place during times of crisis; the former occurred in 1918 during the height of the conscription crisis, and the latter occurred in the Summer of 1920 during the Irish War of Independence. Despite these similarities, there are noteworthy differences between the black pig and the bleeding statues. The former is paranormal and mythological in character, the latter is religious. The former took place in a time of great anticipation and tension, the latter in the context of open warfare and destruction. These morphological similarities and contextual differences provide the ideal combination of variability and control to conduct a useful comparative study.

Conducted during the decade of centenaries, and during a time of crisis and widespread influenza, this research is both timely and relevant. Through studying the psychology of how historical actors coped with tragedy, we can both gain insight into our own responses to crisis conditions and gain historical empathy for those who lived through similar situations. By comparing two outstanding manifestations of the supernatural during the Irish revolution, this poster will contribute to that psychological insight and historical empathy.

STUDENT: DEBORAH TOBIN, DEPARTMENT OF APPLIED LINGUISTICS, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. JOAN O'SULLIVAN/DR. BRIAN CLANCY

Poster 31# Title: A critical discourse analysis of self-perceptions of teachers within the private English-Language school sector in the Republic of Ireland

ABSTRACT:

The global expansion of English has meant increased international demand for qualified, experienced English-language teachers amongst non-native speakers. Being one of two remaining post-Brexit EU English-speaking countries positions Ireland favourably for learners seeking English-language teaching (ELT) instruction in privately-owned schools. The ELT industry in this country is lucrative, worth €800 million per annum, with the value of the international education sector here boosted by 33% to €2.1 billion between 2016 and 2020. Nevertheless, many teachers within the private ELT sector do not reap financial rewards on an equitable scale. Issues regarding precarious work conditions, ranging from low pay and zero-hour contracts to a lack of worker benefits, indicate that job insecurity is a stark reality for many Irish ELT teachers. An ELT advocacy group highlights the COVID-19 pandemic as having exacerbated this precarity catastrophically. Employers nonetheless demand postgraduate qualifications, participation in continuous professional development, measurement of professional credentials against a range of descriptors and adherence to standards of excellence from their ELT teachers, a focus of intense media scrutiny since first uncovered in 2015. As Applied Linguistics entails the analysis of discourse to address specific, language-related, real-world problems, it is an appropriate medium through which to investigate self-perceptions of ELT teachers in Ireland. Critical Discourse Analysis (CDA) is an appropriate lens through which to analyse where ELT teachers position themselves within their community of practice. This study will use a mixed-methods' combination of Conceptual Blending Theory in CDA, corpus analysis of metaphor and pragmatic language used by ELT teachers in focus group interviews and quantitative data analysis from an online survey, aiming to gain insight into factors within the Irish private ELT sector influencing teacher perceptions. Many of these experiences until recently have been anecdotal; it is hoped that this research will address a gap in knowledge of this teacher cohort, providing an essential baseline of data on it.

STUDENT: MARY SMYTH, LIMERICK INSTITUTE OF TECHNOLOGY, CLONMEL CAMPUS

SUPERVISORS: Marie A. Walsh/ Richard McEntaggart

Poster 32# Title: Animating 'the Click': an arts-based qualitative study of addiction experience among Irish individuals in recovery

ABSTRACT:

This research will be the first of its kind in Ireland and involves collaboration with Aiséirí, an addiction recovery organisation with 4 treatment centres (http://www.aiseiri.ie/).

It will examine addiction in Ireland currently and historically and look at how animation is being used as a tool educationally and therapeutically in mental health services internationally. It also will look at animation as a healing and therapy tool in hopes to highlight specific areas that would be appropriate and relevant in the field of addiction therapy and prevention that animation could address.

The focus of the project is to receive first-hand feedback from individuals in recovery at Aiséirí Céim Eile, a secondary care service, to explore their addiction experience. This was organised through focus group sessions. Arts based tools were used in the focus groups to broaden the dialogue and to enable the participants to express themselves whilst sharing their stories, their experiences and their opinions on addiction in our culture.

The research outcome is to design and create an animated short film (process including writing a narrative, designing characters and backgrounds, overall aesthetic, sound, etc) ready for piloting that will be used as a tool by Aiséirí Addiction Recovery Services as part of their preventative services and potentially their family day programmes. With the knowledge and input from the participants the animation story was developed.

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